

Milborne Ladybirds Playgroup

Milborne St Andrew Village Hall, Milborne St Andrew, Blandford Forum, Dorset, DT11 0JX

Inspection date

27/06/2013

Previous inspection date

09/12/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children are happy and confident, and clearly enjoy their time at the playgroup, their behaviour is good because staff give consistent messages of what is expected of them.
- Children's safety is a priority, and staff are knowledgeable and skilled in their understanding of safeguarding procedures. Children learn how to keep themselves safe through routines and topics.
- Children are making good progress because staff plan learning experiences that are strongly linked to children's interests and needs. Children enjoy rich and varied activities outdoors.
- There is a very strong programme for mathematics, as a result children count and use numbers throughout their play.
- Partnerships with parents and other professionals are excellent. This strongly contributes to meeting the children's needs so they are very well prepared for their future learning.

It is not yet outstanding because

- The organisation of the art and craft materials offer fewer opportunities for children's individual choices to enable them to further develop their own creative ideas.
- Children's awareness of similarities and differences is not fully enhanced as there are few accessible resources and displays that reflect positive images of diversity.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector had a tour of the premises and carried out a joint observation with the manager.
- The inspector observed children's activities both indoors and outdoors.
- The inspector spoke with parents, staff, children, the deputy chair of the committee and the manager.
- The inspector viewed a range of documentation including children's planning, staff records of the suitability and the playgroup's self-evaluation form.

Inspector

Josette Dyer

Full Report

Information about the setting

Milborne Ladybirds playgroup registered in 2002 and is managed by a voluntary committee of parents. It operates from the village hall in Milborne St Andrew, Dorset, and serves the small rural community. Children have use of the main hall which has toilet and kitchen facilities accessible from it. A small area outside the hall is cordoned off for outdoor play and the playgroup also make use of the adjacent playing field. The playgroup is open Monday to Friday during school term time only, with a breakfast club from 8.45am to 9.15am, a main session from 9.15am to 11.45am and a lunch club from 11.45am to 12.45pm. The playgroup is registered on the Early Years Register and is in receipt of the early years funding for children aged two, three and four. There are currently 28 children on roll. Five staff are employed to work with the children. The manager and one other member of staff hold Early Years Professional status. A further member of staff holds a Level 3 qualification in childcare and two staff are currently unqualified. The group receive support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance the organisation of art and craft materials and the choices available to children to encourage them to follow their own ideas when creating and designing their own art work
- develop the range of pictures and accessible resources further that reflect positive images of diversity to enhance children's understanding of differences and similarities.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are active and enthusiastic learners who thoroughly enjoy their time in the playgroup. This is because staff are welcoming and friendly and clearly understand how children learn. They plan a wide range of stimulating and playful experiences, both indoors and out, which reflect all areas of learning. Parents contribute a wealth of information about their children's interests and abilities when they first start at the playgroup. Therefore, staff know children really well and have a clear idea of their starting points. Good assessment procedures are in place, including the required progress check at aged two. Staff use observations and information from parents effectively to assess children's

progress. Consequently, staff make strong links to children's interests and carefully tailor the next steps in learning to their individual needs. Staff quickly identify any gaps in children's development and plans are put in place to help all children, including those with special educational needs and/or disabilities. As a result, children are supported well to meet their full potential. Parents report that they feel fully involved in their children's learning throughout their time at the playgroup. They regularly contribute to their children's planning, and staff incorporate their ideas. The staff also have effective systems in place to share information with other childcare professionals when this is required. This helps to create a consistent approach and continuity of experiences for children between all those involved.

Staff consistently join in with children's play without taking over, using skilful questions, such as 'I wonder what will happen if?'. They allow children to follow their interests while encouraging them to think more critically about what they are doing, supporting communication and language skills well. Children independently play imaginatively in a well resourced 'kitchen' in the garden. They mix sand and water together, adding herbs to make their 'custard', representing their experiences in play. Staff introduce ideas around road safety as children role play in the garden asking 'what might happen if we run across the road'. Children show their understanding by saying, 'we might fall over'. Staff embrace the children's ideas of being cats crawling across the zebra crossing, allowing them to take on their chosen role in play. Staff spend time showing children how to operate the stop and go sign to control the traffic and then step back to allow children to develop their play. They regularly praise children for their effort as well as their achievements, boosting children's confidence and self-esteem. This type of interaction from staff effectively motivates children to be independent, active and thoughtful learners.

An inviting and well resourced book area encourages children to look at books independently and staff make story time fun and interactive. Children focus strongly at these times and speak confidently in front of a group. Staff have introduced language groups to enhance the communication and language development of children with difficulties and often spend individual time with all children in conversation. This and the frequent opportunities staff take to extend children's vocabulary and comprehension, support all children very well in this area of learning. Staff make very good use of opportunities to help children develop their mathematical skills. They give reasons for children to count during a range of different routines and activities. They count the segments in an orange and discuss how many pieces of fruit loaf they need. Children cut a piece in half saying 'that makes two'. Older children recognise and are beginning to write numerals. For example, as they independently record how many staples they use to display their picture. Staff stimulate mathematical thinking further by planning fun activities using their 'Number Wizard', a bear who poses questions such as 'how many objects will fit in the box?' These types of activities are highly effective in helping children to learn about number, space, shape and measure.

Staff thoughtfully consider children's emotional needs. They put dolls and soft toys, a particular love of some of the younger children in the 'hospital' to encourage them to engage in imaginative play. Staff develop further areas to follow children's ideas, such as arranging chairs to make a bus. The children excitedly pretend to go on a journey. The staff model writing for a purpose as they make lists of places to go and children make

their own 'lists' giving meanings to their marks. Some children find several maps and discuss together where they are going, pointing out 'London', 'the beach' and 'Bournemouth'. Consequently, children further extend their literacy skills and showing an awareness of the world around them. Children continue to develop their play by using available resources to go on a picnic. This flexibility and availability of most resources help children to express their ideas while they are still fresh in their minds and to be independent in their learning. However, the organisation of the art area means there are fewer opportunities for children to make choices and to create and design artwork following their own ideas.

Children delight in taking part in a broad range of physical challenges, such as daily aerobic sessions and activities outdoors. Some children persevere playing 'egg and spoon', and they successfully walk the whole width of the garden without dropping the egg. Staff celebrate with the children, instilling motivation by reminding them of how they have achieved their goal through keeping on trying. Children have good opportunities to find out about the natural world, through growing potatoes and other plants and searching for bugs in the 'bug hotel'.

The contribution of the early years provision to the well-being of children

Care practices within the playgroup effectively support children's emotional well-being and help them to be healthy. The well established key person system fosters warm and supportive relationships between staff, children and their families. The key person has regular discussions with the parents which helps to ensure staff have a good understanding of children's changing emotional needs. Children quickly gain in confidence and independence in their new surroundings. They build secure bonds with their key person, which helps them to feel safe, secure and ready to learn throughout their time in the playgroup. Overall children are independent and active learners and confidently initiate ideas and persevere at activities. Equally they enthusiastically join in activities planned by adults and follow the routines of the session well. They clearly enjoy their time in the playgroup. Children's behaviour is good because staff sensitively support children to understand boundaries by talking through the consequences of their actions. They use shared strategies such as 'golden rules' and sand timers to help children learn about what is expected of them.

Children develop a good sense of belonging as they see their photographs and pictures displayed in the playgroup. They learn about other people's lives through planned activities linked to different countries. However, there are fewer opportunities for children to further develop their awareness and respect for people's differences. For example, through seeing additional positive images of people different to themselves reflected in the toys, books and displays around them. Children enjoy taking on responsibility. They help to prepare snack and tidy up their toys at the end of the session. There is a strong focus on children developing independence in the playgroup. Children learn to dress appropriately for the weather as they go out in the garden, such as putting on a sun hat or wellington boots. Staff ensure sinks and toilets can be easily reached by even the youngest children to help promote their self-care skills. Children see photographs

sequencing how to wash their hands displayed near the sinks, further supporting these skills. As a result, older children are gaining good independence in managing their personal care.

Staff effectively help children to learn about healthy lifestyles through healthy eating and exercise. Children enjoy a range of healthy foods at snack time. They learn they can have one piece of carbohydrate food and then a choice of fruit and vegetables. Staff sit with the children during lunch and talk about healthy choices, effectively supporting children to develop an awareness of eating a balanced diet. Children can freely choose when to play outdoors, enabling them to benefit from exercise and fresh air. Staff plan physical activities each day, encouraging children to move in a range of ways and to consider the effects of exercise on their bodies. Staff use the adjoining playing fields and play park equipment to further challenge children's physical skills. Children learn about safety through topics and activities. For example, visitors from the police talk to the children about 'stranger danger'. Children show a good awareness of keeping themselves and others safe, for example, they know how to walk safely up the steps to the role-play areas and take care when they use scissors.

Children benefit greatly from the spacious and inviting learning environment, both indoors and out, which supports their all round development. They are consistently developing the skills they need for their future learning. Staff prepare children extremely well for their eventual move to school. They organise regular visits to the local school and invite the reception teacher into the playgroup. This helps to children to feel self-assured and confident about what their future holds.

The effectiveness of the leadership and management of the early years provision

The management and staff have a very good knowledge of their responsibilities to deliver the safeguarding and welfare requirements of the Early Years Foundation Stage. Good recruitment procedures help to protect children. Skilled and knowledgeable staff consistently adhere to robust policies and procedures that are in place to support the safe running of the playgroup. The management and staff routinely undertake and update first aid and safeguarding children training. This keeps them up to date with current practices. A thorough risk assessment of the playgroup helps to minimise any hazards. Children begin to identify risk by carrying out their own safety check list at the beginning of the session. The children's safety is a clear priority in the playgroup.

The manager has a good overview of the quality of the playgroup through thorough monitoring of the educational programme and staff performance. Staff are committed to continual training and the manager places a high priority on supporting staff to further develop their knowledge, understanding and practice. Appraisals, team meetings and daily chats help to identify training needs. The manager mentors and supports trainees very well, helping them to gain a secure knowledge of child development as a foundation for their future training. This effectively promotes good quality practice.

The manager establishes excellent partnerships with parents and other childcare professionals, which strongly contributes to meeting all children's needs. Parents greatly appreciate the information they receive, for example, through newsletters. They say staff are friendly and approachable and always give them time to settle their children and they can talk to their key person if they need to. The setting works well with local authority advisors, often seeking and following their advice. The manager also shares good practice with colleagues in other settings, further contributing to the quality of the playgroup.

The management and staff are continuously reflecting on their practice, involving the views of parents and the children. Self-evaluation is ongoing and focuses effectively on improvements that bring about the best outcomes for children. The manager has thoughtfully addressed all recommendations from their last inspection and she continues to review every area of the playgroup. Future plans focus on embedding practice for new and unqualified staff. The management and staff have a strong and continuous drive for improvement and they readily act on any recommendations to enhance the quality of the playgroup.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY217717
Local authority	Dorset
Inspection number	843380
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	24
Number of children on roll	28
Name of provider	Milborne Ladybirds Playgroup Committee
Date of previous inspection	09/12/2009
Telephone number	07767 450967

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

